DOCUMENT RESUME

ED 100 683 SE 018 575

TITLE Council of Europe News-Letter 3/74.
INSTITUTION Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
PUB DATE 74
NOTE 33p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Comparative Education; Curriculum; Educational Policy; Higher Education; *International Education; *Newsletters; Science Education; Teacher Education
IDENTIFIERS *Council of Europe

ABSTRACT

Among articles written in English in this newsletter are a discussion of school reform experiments in Austria; a proposal to restrict university entrance in Denmark; the state and the provision of teaching materials in Finland; higher education--problems and prospects, educational leaves, and teacher's work loads in Germany; equivalency examinations in Scandinavia; compulsory inservice training for Swedish teachers; and proposals for a new B Ed degree and difficulties facing educational publishers in the United Kingdom. (BR)

NEWS-LETTER
FAITS NOUVEAUX

AUG 26 1974

ED 083

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

BEST COPY AVAILABLE

3/74

Council of Europe / Conseil de l'Europe

Documentation Centre for Education in Europe
Centre de Documentation pour l'Education en Europe

SE018 375

N° 3/1974 I/V - 31/VI/1974

CONTENTS / SOMMAIRE

Page

PART ONE : GENERAL / PREMIERE PARTIE : GENERALITES

A European Higher Education Group modelled on the Carnegie Commission ? 3

Conseil et Conférence des Ministres de l'Education 5

PART TWO : MEMBER COUNTRIES / DEUXIEME PARTIE : PAYS MEMBRES

Austria : School reform experiments generalised or prolonged 7

Belgique : L'introduction de la semaine des 5 jours 8

Denmark : Proposal to restrict university entrance 9

Finland : The state and the provision of teaching materials 10

France : Reorganisation du Ministère de l'Education Nationale / Les projets du Ministère de l'Education et du Secrétariat d'Etat autonome aux universités/ Relance des échanges internationaux d'enseignants et d'élèves/Premier bilan de l'opération 10 % / Réforme des études de troisième cycle et de doctorat 11

Federal Republic of Germany : Lower priority for education/ Higher education - Problems and prospects / Educational leave introduced in four Länder/How heavy is the teacher's work load ? 16

Ireland : The development of comprehensive education 20

Netherlands : Teacher training for the new basic school/Cutbacks in university admissions 21

Scandinavia : Equivalence of examinations in higher education 22

Spain : University entrance examination 23

Suisse : Regain d'intérêt pour les écoles du degré diplôme 24

Sweden : Compulsory in-service training for teachers/The U 68 debate 26

United Kingdom : New administrative machinery for higher education/Proposals for a new B Ed degree/Proposals of the Technician Education Council/ Difficulties facing educational publishers 28

PAEDAGOGICA EUROPAEA : REVIEW OF EUROPEAN EDUCATION 32

Editor : The Director of Education and of Cultural and Scientific Affairs
Editeur : Le Directeur de l'Enseignement et des Affaires Culturelles et Scientifiques

Strasbourg

A EUROPEAN HIGHER EDUCATION GROUP MODELLED ON THE CARNEGIE COMMISSION

What can Europe learn from the work of the United States Carnegie Commission on Higher Education ? This question brought together a score of senior European professors and educational administrators at Bruges in May, at a Conference organised jointly by the Carnegie Foundation, the European Cultural Foundation and the International Council for Educational Development (ICED). The European participants came from Belgium, France, Federal Republic of Germany, Italy, Netherlands and the United Kingdom. A similar meeting is planned to be held with representatives of the Scandinavian countries.

Speaking at a dinner in the Town Hall presided over by Prince BERNHARD of the Netherlands (President of the European Cultural Foundation), Dr. James PERKINS, Chairman of ICED picked out three topics as of chief mutual interest. These were the relationships between higher education and the labour market ; access to higher education with special reference to the socially deprived ; and the relations between higher education institutions and the State.

Higher education and the labour market

Fear of graduate unemployment was one immediate stimulus to renewed study of labour market forecasting and the effect of disillusion about opportunities for graduates on aspirations for entry by future generations of students. As Mr. Jack EMBLING, former deputy secretary at the Department of Education and Science and now a senior research fellow at the Higher Education Research Unit at the London School of Economics, pointed out, the picture of graduate employment is very varied in different countries : Sweden (but not Norway), France and the United Kingdom had shown signs of the slackening demand which appeared to go with scares about jobs for graduates. But West Germany and Austria had not followed this trend ; nor had Eastern Europe.

Despite the scepticism which talk of manpower planning quickly engenders, especially in the United Kingdom, there was common consent that the relationship between jobs, qualifications and the course content of university and college courses needed much more serious study. M. Gaston DEURINCK, Director of the Foundation Industrie - Université, Brussels, who has been responsible for the Plan Europe 2000 study of "A University of the Future", returned to this in one of the conference papers on "Access to Higher Education".

He envisaged a future in which differentials between jobs which graduates expected to do and jobs which carried low status and demanded no qualifications might change radically. When garbage collectors and plumbers earned more than graduates and this was taken as a matter of course, this might have a profound effect on the curricula of higher education, and on the division of labour. "Universal access", he said, "might turn out to be a giant robbery if we go for more of the same".

Compensatory education for the deprived

From the European point of view, a question of growing interest is how far American experience in opening up access to higher education to blacks, Chicanos and Puerto Ricans is relevant to European attempts to increase opportunities for working-class students and the new focus of attention - for the children of migrant and immigrant workers. Father Theodore HESBURG, President of Notre Dame University, made a deep impression on the conference with graphic examples of how the Americans have acted on the liberal commitment to redressing the disadvantages of minority groups and the huge strides which have already been taken.

The effectiveness of compensatory education - at any level - was under fire, however, as the argument about equality moved on. Dr. Clark KERR emphasized the old liberal dilemma - that open access (in terms of equality of opportunity) was in conflict with the new liberal demand for equality of outcome. He saw the time coming when those who had fought successfully for one set of reforms in higher education would have to defend these against a new generation of critics. The new egalitarian demands could include :

- the imposition of quotas by race, sex, social class ;
- the elimination of differention inside universities between faculties and functions ; the spread of research facilities thinly throughout ; the sharing of facilities across the board ; entrance by lot, not by academic selection ;
- no grades or degrees ;
- compensatory assistance - to make sure that, contrary to present practice, the most resources are devoted to the most needy and the least able, a principle which would turn the whole educational system on its head.

Can the universities reform themselves ?

Professor Aldo VISALBERGHI from Italy and Professor Alain BIENAYME from France (a member of M. Faure's Cabinet) put the same thing in different ways. For Visalberghi, questions of higher education would increasingly be influenced by what was happening in society at large. In many countries the expansion of education as it is now organized means the further entrenchment of privilege - the academic validation of inequality in every department of life. It was not a sufficient argument to press for the opening up of higher education to more people without changing the social ground rules.

The Carnegie documents, on the other hand, were seen as endorsing competitive meritocracy. This seemed to belong to a period when people were optimistic about the economic return on investment in higher education. If this optimism is found to be misplaced, the motive behind the meritocratic ideal is weakened.

There appeared to be general agreement that major changes in higher education depended on outside intervention. Universities could not be expected to reform themselves. The Americans assumed that there would be more intervention by government, the Europeans rather less, with the British poised uneasily between the two, but leaning towards the expectation of more national policy-making.

A European body for policy studies in higher education ?

One of the incidental reasons for calling the meeting was to float the idea of some continuing body in Europe to correspond to the Carnegie Council on Policy Studies in Higher Education which is being set up to carry on in the United States where the Carnegie Commission left off.

The new Carnegie body will have Clark Kerr at its head and will continue to produce task force reports, policy statements and research. It will also publish an annual commentary on some chosen topic - the first being the "steady state" or "no growth" in higher education. Other priorities would be the content of undergraduate education, the role of governments, the future of the private institutions and the education of the 16 to 19 age group which, in the United States, spans the high school and college.

The European initiative is coming from the European Cultural Foundation which has become involved through the Education Project of the Plan Europe 2000 which the foundation is sponsoring. Mr. Ladislav CERYCH, Director of the education project, is European representative of the International Council for Education Development and has worked closely with Dr. PERKINS who is one of the moving spirits in getting a European organisation off the ground. It is possible that ICED and Carnegie might be a source of some funding.

Professor Ralf DAHRENDORF, the EEC Commissioner for Education, gave a lunch for the conference. Any European institute for the study of higher education would be dependent on goodwill and money from Brussels. The possibility of the EEC engaging directly in this kind of policy-oriented research and discussion is thought to be limited. It would certainly be beyond the scope of the proposals being discussed by the Education Ministries of the Nine. It is now being argued that an independent body is necessary and that the Carnegie Commission provides a model.

378 : 061.6 (4) Stuart MACLURE in the Times Higher Education Supplement, 17-VI-74

CONSEIL ET CONFERENCE DES MINISTRES DE L'EDUCATION

Communication à la presse

La 290ème session du Conseil des Communautés Européennes et la Conférence des Ministres de l'Education des Etats membres des Communautés Européennes se sont tenues à Luxembourg, les 6 et 7 juin 1974 sous la présidence de M. Helmut ROHDE, Ministre de l'Education et des Sciences de la République Fédérale d'Allemagne et en présence de M. Ralph DAHRENDORF, Membre de la Commission des Communautés Européennes.

Institut universitaire européen

Les Ministres ont pris note avec satisfaction d'un rapport du Président du Comité préparatoire sur l'état des travaux concernant la mise en route de l'Institut universitaire européen ainsi que des tâches à accomplir avant la date prévue (automne 1975) pour l'entrée en fonctions de l'Institut.

Dans le débat qui a suivi, il a été fait état notamment de l'achèvement déjà intervenu ou imminent des textes concernant la structure de l'Institut - statut du personnel administratif et enseignant, règlement financier, accord de siège avec le Gouvernement italien - ainsi que des travaux préparatoires pour l'établissement du premier budget et pour le recrutement des premiers enseignants. Les Ministres ont souligné à cet égard l'importance du choix des enseignants au plus haut niveau académique. Ils ont également reconnu l'urgence de procéder à l'achèvement des procédures de ratification par les pays contractants afin de permettre l'entrée en vigueur de la Convention portant création de l'Institut dans les plus brefs délais.

Résolution sur la coopération dans le domaine de l'éducation

Les Ministres de l'Education, réunis au sein du Conseil,

- se référant au communiqué final de la Conférence des Chefs d'Etat ou de Gouvernement tenue à La Haye les 1er et 2 décembre 1969 et notamment au point 4 de ce communiqué où est affirmée la nécessité de sauvegarder en Europe "un foyer exceptionnel de développement, de progrès et de culture" ainsi qu'au communiqué final de la Conférence des Chefs d'Etats ou de Gouvernement tenue à Paris les 19 et 20 octobre 1972,

- rappelant les conclusions des délibérations intervenues le 16 novembre 1971 et les travaux du groupe des Hauts Fonctionnaires entamés sur cette base,

- tenant compte de la Communication de la Commission sur l'éducation dans la Communauté Européenne du 6 mars 1974,

- confirmant la nécessité d'instaurer une coopération européenne dans le domaine de l'éducation et leur volonté de réaliser cette coopération progressivement pour les matières qui seront retenues selon une procédure à établir,

adoptent la présente résolution :

I. La coopération dans le domaine de l'Education reposera sur les principes suivants :

- l'instauration d'une coopération dans le domaine de l'Education, en même temps que cela correspondra à l'harmonisation progressive des politiques économiques et sociales dans la Communauté, devra répondre aux objectifs et aux intérêts spécifiques de ce domaine ;

- en aucun cas, l'éducation ne doit être considérée comme une simple composante de la vie économique ;

- la coopération dans le domaine de l'éducation doit tenir compte des traditions de chaque pays ainsi que de la diversité des politiques et des systèmes existant dans ce domaine. En conséquence, l'harmonisation de ces systèmes ou de ces politiques ne peut pas être considérée comme un but en soi.

II. Au stade actuel, cette coopération portera principalement sur les domaines d'actions prioritaires suivants:

- meilleures possibilités de formation culturelle et professionnelle des ressortissants des autres Etats membres des Communautés, ainsi que des pays non membres et de leurs enfants ;

- amélioration de la correspondance entre les systèmes éducatifs en Europe ;

- rassemblement de documentation et statistiques actuelles dans le domaine de l'éducation ;

- intensification de la coopération entre les établissements d'enseignement supérieur ;

- amélioration des possibilités de reconnaissance académique des diplômes et des périodes d'études ;

- encouragement de la liberté de circulation et de la mobilité des enseignants, des étudiants et des chercheurs, notamment par l'élimination des obstacles d'ordre administratif et social qui entravent la libre circulation de ces personnes ainsi que l'amélioration de l'enseignement des langues étrangères ;

- recherche d'une meilleure égalité des chances en vue du plein accès à toutes les formes d'enseignement.

Il va de soi que tous les sujets qu'il apparaîtrait nécessaires d'examiner pour aboutir aux résultats recherchés dans ces domaines doivent pouvoir être abordés.

III. Cette coopération ne devra pas porter atteinte aux compétences attribuées aux institutions des Communautés européennes.

Afin d'élaborer les domaines d'action figurant dans le paragraphe II., un Comité de l'éducation est créé composé de représentants des Etats membres et de la Commission. La présidence du Comité est assurée par le pays qui assure la présidence du Conseil des Ministres. Le Comité fera rapport avant la fin de l'année 1975 selon les procédures usuelles aux Ministres de l'Education.

Résolution sur la reconnaissance mutuelle des diplômes

Le Conseil des Communautés européennes,

vu le traité instituant la Communauté économique européenne,

vu le projet de la Commission en date du 11 mars 1974,

vu l'avis de l'Assemblée en date du 23 avril 1974,

considérant qu'il est nécessaire de définir un certain nombre de principes et de lignes directrices en vue de faire progresser les travaux relatifs à la reconnaissance mutuelle des diplômes, certificats et autres titres,

a arrêté la présente résolution :

I. Le Conseil

- reconnaît que les directives concernant le droit d'établissement, en particulier dans le domaine des professions libérales, ont une certaine importance dans le cadre de la politique en matière d'éducation ;

- souligne que ces directives doivent être conçues de façon à ne pas entraver les efforts visant à réformer le système d'éducation dans les Etats membres de la Communauté ;

- estime opportun que la politique en matière d'éducation apporte une contribution positive à la liberté d'établissement, en particulier dans le domaine des professions libérales.

II. Le Conseil exprime son désir de voir les travaux futurs relatifs à la reconnaissance mutuelle des diplômes, certificats et autres titres guidés par la recherche de la souplesse et de la qualité. Dans ce contexte, le Conseil approuve la ligne directrice ci-après :

Lorsque, malgré les différences existant d'un Etat membre à l'autre dans les programmes de formation, on constate en pratique une comparabilité dans les grandes lignes entre les qualifications finales donnant accès à des champs d'activité semblables, les directives relatives à la reconnaissance mutuelle des qualifications professionnelles et à la coordination des conditions d'accès aux professions devraient recourir aussi peu que possible à la prescription des conditions détaillées de formation.

III. Pour mettre en oeuvre cette ligne directrice, il conviendrait :

- d'établir des listes de diplômes, certificats et autres titres qui soient reconnus équivalents en tant que tels ;

- d'instaurer des comités consultatifs dont le mandat, la composition et le nombre doivent encore être fixés.

IV. Le Conseil charge le Comité des Représentants Permanents de veiller, en coopération avec la Commission, à la mise en oeuvre de cette résolution, notamment dans le cadre de l'étude des propositions de directives relatives à la reconnaissance mutuelle des diplômes, certificats et autres titres.

37.014.256 (4) 1071/74 (Presse 38)

PART TWO/DEUXIEME PARTIE

AUSTRIA : SCHOOL REFORM EXPERIMENTS GENERALISED OR PROLONGED

School reform in Austria is characterised by a cautious and pragmatic approach in which the guiding principles of the reform are first tested in a limited number of school experiments. Such experiments have been undertaken since 1971. Teachers are trained at in-service seminars for the experiments, and the School Reform Commission, a body composed of parliamentarians, teachers, administrators and researchers is kept constantly informed of the results and gives guide-lines for the continuation of the experiments. At the same time the Centre for School Experiments and School Development provides research based assistance in designing and evaluating the experiments (see News-letter 2/71 and 6/72).

At the end of May, the School Reform Commission came to the conclusion that a first group of experiments had given such satisfactory results that their general introduction into the school system could be recommended. These are :

- The pre-primary classes for pupils who have reached the compulsory school age of six but are not yet mature enough to be admitted to the first year : In these classes there are also pupils who are only five years old but whose maturity is already beyond the pre-school level. So far the experiment has comprised 111 classes.

- The beginning of foreign language teaching, mostly English, in the third grade of primary school : This has met with growing popularity among parents and pupils, and was tested in 1973 in as many as 2.090 classes. The experiments have shown that early learning of a foreign language improved motivation in other subjects and had, in particular, a positive effect on achievement in the mother tongue.

These two successful experiments are expected to be generalised as from 1 September 1976. Until that date preparation of teachers for these new tasks and administrative measures - the sparsely populated areas are likely to pose problems - will be given particular attention.

The School Reform Commission furthermore decided to prolong the other experiments. Those in primary school will last up to 1977/1978. They are mainly concerned with increasing differentiation and individualisation of instruction and involved 521 classes in 1973. A prolongation by four years up to 1979/80 was decided for the remaining experiments, the most important of which are the comprehensive middle school for the 10 - 14 year olds (579 classes in 1973), optional courses in the ninth and final grade of the compulsory school (101 classes), and various reform models for the upper stage of the grammar school. These models comprise, in particular, the introduction of core and course systems, remedial teaching and the spreading out over a period of time of the leaving examination.

Finally, the School Reform Commission recommended the introduction of a number of experiments in the special education sector to test various methods of integrating handicapped pupils into normal school courses.

It should also be noted that the School Reform Commission declared its approval of the intention of the Education Ministry to reform the education of teachers for primary and secondary modern schools and to extend its duration to three years from 1976 onwards instead of two as at present. This reform is being prepared by experiments carried out for the past two and a half years in a number of colleges of education.

37.014.3 (436) Informationsdienst für Bildungspolitik und Forschung, 1-8, 15-VI-1974 ; v. M.

BELGIQUE : L'INTRODUCTION DE LA SEMAINE DES 5 JOURS

Les deux Ministres de l'Education nationale, pour la région francophone et néerlandophone respectivement, ont décidé que la semaine des cinq jours pourra être instaurée à partir du 1er septembre prochain, mais à titre expérimental, dans toutes les écoles secondaires (cycles moyen et supérieur non universitaire), tant officielles que libres.

L'instauration de la semaine des cinq jours est assortie de deux importantes conditions :

- on ne pourra pas augmenter le nombre d'heures de cours ;
- il ne peut être question de diminuer le temps de pause de midi, fixé à 45 minutes minimum.

Avant d'appliquer la semaine des cinq jours, les établissements devront toutefois avertir, au préalable, le département de la décision qu'ils ont prise. La période d'essai est prévue pour un an. Toutes les dispositions nécessaires seront prises pour suivre les conséquences que cette mise en application de la semaine des cinq jours pourrait avoir, notamment sur les plans pédagogique et médical.

Selon les Ministres, il faut accorder une beaucoup plus grande autonomie aux directions d'école. Dans le cadre de la gestion associative, chacune d'entre elles devrait pouvoir décider elle-même des activités du mercredi après-midi. Elles devraient pouvoir fixer le début et la fin des heures de cours en étroite concertation avec les parents, les professeurs et les élèves. Durant les week-ends, les locaux pourraient être utilisés à des fins de promotion sociale.

Le régime définitif de la durée de la semaine scolaire sera arrêté après concertation entre tous les réseaux d'enseignement et entre tous les groupes concernés. Le régime à mettre au point doit en outre se justifier du point de vue pédagogique.

Les formules expérimentales appliquées à partir du 1er septembre 1974 seront conçues dans le cadre d'une semaine scolaire de dix demi-jours s'étendant du lundi matin au vendredi soir. Toutes sortes d'activités formatives (initiation socio-culturelle, étude dirigée, cours de rattrapage, jeux et sports ...) auxquelles les élèves auront la faculté de participer seront organisées dans ce cadre à raison d'une demi-journée par semaine.

Formules proposées pour l'année scolaire 1974/75

Pour des écoles avec un horaire de 32 périodes, on prévoit la formule suivante :

4 journées scolaires de 7 périodes,
1 avant-midi de 4 périodes,
1 après-midi d'activités facultatives.

Dans les cas d'écoles avec un horaire de 33 à 36 périodes, la semaine scolaire pourrait se présenter comme suit :

4 journées scolaires de 7 ou 8 périodes,
1 avant-midi de 4 périodes,
1 après-midi : activités facultatives + éventuellement intégration des périodes restantes.

Dans le cadre d'un horaire de plus de 36 périodes, l'utilisation des cinq jours de cours semble la seule répartition acceptable.

Les séances de rattrapage peuvent être organisées en lieu et place des activités libres à l'intention des élèves qui présentent des déficiences occasionnelles dans une ou plusieurs des branches figurant à l'horaire. Le rattrapage concerne :

- dans toutes les années : la langue maternelle, la deuxième langue et la mathématique ;
- à partir de la troisième année : toutes les options de base, lorsque les handicaps à combler résultent d'un changement d'option.

Les résultats des expériences selon ces différents modèles, telles qu'elles se feront dans les écoles, seront collationnés et évalués soigneusement. Toutes les parties prenantes (autorités scolaires, enseignants, parents et élèves) y seront associées, le souci du bien pédagogique de l'élève devant toutefois primer.

Parallèlement à ce follow-up, les commissions des programmes devront procéder à une étude approfondie de l'étalement des matières. On se plaint depuis longtemps de la surcharge des programmes. La diminution et/ou la condensation du temps d'apprentissage poseront ce problème avec plus d'acuité et forceront les responsables à parvenir à une solution. Ainsi, il sera possible d'arriver à une position plus nuancée en ce qui concerne l'utilisation la plus fondée, du point de vue pédagogique, du temps disponible dans le cadre d'une semaine scolaire de cinq jours, en vue de son application dès l'automne 1975.

371.214.27 (493) Le Soir, 7-VI-1974 ; Forum, 1/15-VI-1974 ; B.M.

DENMARK : PROPOSAL TO RESTRICT UNIVERSITY ENTRANCE

Faced with serious doubts whether the Danish economy can go on absorbing a yearly increase of 7 % in the active population with a "long" academic education as well as with the need to reduce expenditure to meet pressing economic problems, the government is considering ways and means of restricting admission to higher education. Among the possible solutions which have been discussed is the introduction of a propaedeutic year which would be sanctioned by an examination. According to the results obtained in this examination students would then have access either to a short course or to an extended course. Should a student fail the examination, then he would not be allowed to pursue his university studies nor to resit the examination. In this way it is hoped to rid the education system of the perpetually unsuccessful student.

The introduction of a propaedeutic year has been critized by the students, who point out that selection after one year would lead to real difficulties because during that period at the university the student is faced with serious problems of adjustment. For their part the universities have complained of a certain lack of consultation by the government, and advocate a system under which they would cost their needs and their student population and then receive a subsidy which they themselves would apportion between teaching and research.

The government has pointed out that the economy can no longer support unrestricted access to the universities. It is calculated that between now and 1987 the economy can only usefully absorb a rise of 4 % per annum in student numbers. There is in consequence a need to make higher education as efficient as possible. Fullest use must be made of available study time and the number of drop-outs must be reduced. In particular, more flexible possibilities of transfer between the various courses offered by the education system should be facilitated, so as to permit students to follow programmes best suited to their interests.

378.141.224 (489) Nordisk Kontakt 8/74 ; Berlingske Tidende, May 1974 ; C.S-A.

FINLAND : THE STATE AND THE PROVISION OF TEACHING MATERIALS

The government has received reports from two specialized committees advocating the establishment of State Councils for audio-visual teaching aids and for instructional materials. Their purpose would be to centralise planning, production, and distribution, with the objectives of achieving economies and of imposing democratic control. According to the reports, the present production system for teaching aids is too diffuse and is separated from the central administration of education. It is therefore important to set requirements for teaching aids which are derived from the objectives of society's educational policy.

The Committee on Instructional Materials was asked to assess the economic and educational effectiveness of the present system of production of text-books, related audio-visual aids and other materials ; to make proposals for its development ; and to study the feasibility of a state-owned publishing house. It felt that educational policy required teaching aids to help reduce the cost of education to the tax-payer ; to help all students, with differing abilities, to reach the same educational level ; and help to attain the curriculum's objectives, in information, skills and forms of social intercourse, more effectively.

This Committee recommended the establishment of a Council for Instructional Materials, to function in connection with the Ministry of Education and to control, supervise, steer, plan and develop national learning material production. This body would be governed by representatives of the different social views present in parliament, and of different sectors of the education system. Representatives of student and teacher organisations and of teaching-aid producers would participate as experts. The Council's Secretariat would be composed of officials of the Ministry of Education, the National Board of Education, and the National Board of Vocational Education. The Committee also recommended that a state-owned publishing firm for teaching-aids be established.

The Committee for Audio-Visual Aids in Education was asked to make proposals concerning the organisation of the production, supply, distribution, testing, research and evaluation of a-v aids and the written materials connected with them. These proposals were to have been based on a specification of the share of av-aids in any teaching event. However, research results are not sufficient, in Finland and in other countries, to arrive at a firm specification. Like the other Committee, the A-V Aids Committee emphasised that any separation between audio-visual and written materials is artificial, and the two have in most cases to be considered together.

The Committee saw the need for the production of audio-visual aids to be based on continuous assessment of demand and of pedagogical requirements, and on close connections between teaching and the design of teaching materials. By careful planning the Committee hoped to obtain more effective materials, to avoid excess production and overlaps which would waste resources, and to develop better research, testing, and assessment. They also required a good information service on the availability and use of av-aids, as well as a distribution system covering all the users. Initial and in-service teacher training would have to include instruction in the use of av-materials and equipment.

This Committee proposes a Council for Teaching Aids, connected with the Ministry of Education. In co-operation with producers, the educational authorities, and the Finnish Broadcasting Company, it would co-ordinate planning, production and distribution of all teaching aids, set up an information service, and co-ordinate research and training. The policy of the Council would be applied and controlled by the two National Boards.

As an alternative proposal, the Committee advanced the idea of a state production company, with largely the same powers and responsibilities as the national Council, but with its own production facilities. The company would supervise and approve all plans for the production of teaching aids. The only limit to the company's central position and control would be its own production capacity. It would be directed by a government appointed board.

Lastly, the Committee recommends that a national network of municipal Teaching Aid Centres be established.

371.68 (480) CEAS Abstract ; 8-VII-1974 ; P.L.

FRANCE : REORGANISATION DU MINISTERE DE L'EDUCATION NATIONALE

C'est un enseignant et un administrateur de l'Education nationale, M. René HABY, qui succède à M. Joseph FONTANET et qui, dans la désignation du nouveau gouvernement formé fin mai, reçoit le titre de "Ministre de l'Education". D'autres modifications sont également intervenues dans la composition de ce gouvernement. Ainsi a été créé un Secrétariat d'Etat aux universités dont nous exposerons plus loin les attributions, et le Secrétariat d'Etat à la culture remplace-t-il désormais l'ancien Ministère des Affaires Culturelles. A côté de ces deux Secrétariats d'Etat autonomes, on relève un Secrétariat d'Etat auprès du premier Ministre pour la formation professionnelle, un Secrétariat d'Etat auprès du Ministre de l'Education pour l'enseignement préscolaire et un Secrétariat d'Etat auprès du Ministre de la qualité de la vie pour la Jeunesse et les Sports.

Le nouveau Ministre de l'Education n'est pas un politique. Ancien instituteur, il a gravi un à un tous les échelons pour devenir successivement enseignant dans le secondaire, proviseur, chargé d'enseignement à l'université, inspecteur, recteur d'académie et enfin Ministre.

Profitant de la réorganisation administrative rendue nécessaire pour la mise en place du nouveau Secrétariat d'Etat aux universités, le Ministre de l'Education a annoncé un profond remaniement des directions de son ministère qui devrait donner à ce dernier une meilleure efficacité.

La direction générale des enseignements élémentaire et secondaire, la direction chargée de la gestion des établissements et la direction chargée de l'enseignement technique sont supprimées ainsi que la direction chargée des personnels enseignants. A leur place sont créées trois directions distinctes administrant les différents degrés d'enseignement :

- une direction des écoles pour les enseignements préscolaire et élémentaire ;
- une direction des collèges pour l'enseignement secondaire du premier cycle ;
- une direction des lycées pour l'enseignement secondaire du second cycle et les enseignements technologiques.

Chaque directeur sera responsable, pour le secteur de sa compétence, de la définition des enseignements et de leur mise en place ainsi que de la gestion des équipements et du personnel. M. HABY a précisé, d'autre part, que des chargés de mission ayant des responsabilités bien définies, assureraient des tâches de réflexion et de coordination entre le Cabinet et les directions.

Dirigé par M. J.P. SOISSON, le nouveau Secrétariat d'Etat aux universités couvrira, pour sa part, l'ensemble de l'enseignement supérieur : les universités, les instituts universitaires de technologie, les grandes écoles, les oeuvres universitaires, le Centre national de la recherche scientifique et les bibliothèques. Il comprendra l'actuelle direction des bibliothèques et de la lecture publique et deux autres directions, l'une pour l'administration et la gestion du personnel; l'autre pour la pédagogie. Un bureau de liaison sera constitué pour harmoniser les textes et les déclarations publiques intéressant à la fois le Secrétariat d'Etat aux universités et le Ministère de l'Education. D'autre part, ce dernier conservera des services (informations économiques et statistiques, service de presse et de documentation, relations internationales) et des directions (programmation et coordination, affaires budgétaires et financières, équipements, administration générale et affaires sociales, formation continue) pouvant être utilisés concurremment par les deux administrations.

354.32.008 (44) Le Monde, 15/21-VI-1974 ; C.P.

FRANCE : LES PROJETS DU MINISTERE DE L'EDUCATION ET DU SECRETARIAT D'ETAT AUTONOME AUX UNIVERSITES

M. René HABY, Ministre de l'Education, a précisé, au cours d'une conférence de presse, son intention de poursuivre le travail de son prédécesseur, M. J. FONTANET. Cependant, tout en affirmant que les lignes générales du projet de réforme de l'enseignement secondaire (cf. News-letter/Faits Nouveaux 1 et 2/74) seraient conservées, il a laissé entendre que certaines modifications lui seraient apportées.

Le Ministre de l'Education entend tout d'abord donner à la réforme une base plus large en l'étendant aux enseignements préscolaire, primaire et technologique. Une vingtaine de groupes de travail composés chacun d'une vingtaine de personnes seront réunis à cet effet en juillet. Une synthèse des travaux se a établie pour septembre, de façon à ce qu'un projet de loi puisse être soumis au Parlement à la session d'automne.

Concernant le premier cycle de l'enseignement secondaire, M. HABY estime que la formule des filières et des classes de transition est maintenant dépassée. En effet, l'enseignement élémentaire a amélioré son efficacité et le développement de l'école parallèle ainsi que l'amélioration du niveau de vie, ont fait que les handicaps sont moins considérables. "On peut envisager, a déclaré M. HABY, de mettre au point pour presque tous les élèves un contenu commun de formation secondaire. Dès la rentrée prochaine, les filières pourront être abandonnées". Le Ministre considère toutefois que des méthodes adaptées doivent être mises au point pour les plus faibles, et pour cela, une certaine marge sera laissée aux chefs d'établissements dans l'organisation pédagogique des classes de sixième (première année du secondaire). D'autre part, les expériences entreprises par l'Institut National de Recherche et de Documentation Pédagogiques sur les groupes de niveau par matière seront poursuivies.

En ce qui concerne les enseignants, M. HABY souhaite que des facilités de formation soient offertes aux maîtres des classes de transition pour qu'ils puissent devenir professeurs de collège. Il a toutefois fait des réserves sur la création d'un corps unique de maîtres du premier cycle.

Interrogé sur la réforme du baccalauréat, le Ministre a répondu qu'il lui était difficile de se prononcer actuellement. "C'est une question complexe", a-t-il déclaré. "M. FONTANET avait imaginé une formule combinant l'attestation de fin d'études secondaires et l'orientation vers l'enseignement supérieur par les profils. Il y en a peut-être d'autres." M. HABY penche plutôt pour une solution consistant à séparer nettement les deux fonctions. Pour lui, la sanction de l'enseignement secondaire devrait être le résultat d'un contrôle continu et non d'un examen traditionnel. D'autre part, le Ministre critique quelque peu la longueur des études secondaires. "Les jeunes ont du mal à s'intégrer dans les cycles de formation trop longs", affirme-t-il. Deux ans lui paraissent une durée raisonnable pour la plupart des étapes. C'est ainsi que la phase seconde - première (dixième et onzième année scolaire) pourrait constituer un tout homogène, alors que la terminale (douxième année scolaire) pourrait avoir un style plus universitaire et constituer une sorte de banc d'essai pendant lequel l'élève testerait ses aptitudes à l'enseignement supérieur et pourrait ainsi mieux s'orienter à la fin de cette année.

De plus, M. HABY préconise un certain nombre de formules pédagogiques comme le travail indépendant ou un système plus optionnel pour répondre à l'ennui des lycéens en éveillant et en entretenant leur intérêt.

De son côté, M. J.P. SOISSON, Secrétaire d'Etat aux universités, a tracé les grandes lignes de sa politique universitaire. Le nouveau Secrétaire d'Etat n'a pas l'intention de "gérer les universités" mais d'animer le changement. Il estime que l'université ne saurait rester à l'écart du monde extérieur et souhaite "réconcilier les Français avec leur université". D'autre part, il désire rendre plus simple et plus efficace le dialogue avec les conseils consultatifs, les organisations syndicales et surtout les responsables des établissements qui devraient être les véritables promoteurs des transformations qu'il souhaite.

Le Secrétariat d'Etat élaborera donc un programme général d'action en collaboration avec les organes consultatifs et en harmonie avec les perspectives du Plan. Les universités et autres établissements d'enseignement supérieur définiront, à partir de ce programme, des projets pluri-annuels pour l'enseignement et la recherche. De plus, les critères d'attribution des crédits seront révisés pour encourager financièrement les initiatives tendant notamment à la mise en place de formations nouvelles.

M. SOISSON a également annoncé son intention d'étudier le problème des statuts et des carrières des enseignants ; il souhaite d'autre part, que soit entreprise une réflexion nouvelle sur les conditions de vie de l'étudiant. A cet effet, un bureau des affaires sociales et de la vie de l'étudiant va être créé. Rappelant enfin que les universités sont appelées à jouer un rôle de plus en plus important dans le développement régional, le Secrétaire d'Etat a déclaré attacher beaucoup d'importance à la réalisation d'une carte universitaire cohérente pour éviter tout à la fois la concentration excessive et les déserts.

La priorité sera cependant donnée, à court terme, à la réforme du second cycle universitaire tendant à compléter les mesures prises pour les premier et troisième cycles. Cette réforme devra s'accompagner d'une amélioration des méthodes et du contenu de l'enseignement. Ainsi, les techniques nouvelles d'enseignement notamment audiovisuelles seront encouragées financièrement.

D'autre part, un effort accru sera accompli pour diversifier le système de formation, créer de nouvelles filières afin de permettre une meilleure adaptation à l'emploi et faciliter l'insertion des étudiants dans la vie active. Des expériences d'enseignement en alternance avec des activités professionnelles seront également lancées.

37.014 (44) Le Monde, 15/20/22-VI-1974; C.P.

FRANCE : RELANCE DES ECHANGES INTERNATIONAUX D'ENSEIGNANTS ET D'ELEVES

L'importance croissante des échanges, leur progression rapide sur le plan quantitatif et leur extension de plus en plus marquée sur le plan géographique ont conduit le Ministère de l'Education nationale à préciser sa politique en la matière et à formuler les grandes lignes d'une orientation nouvelle.

Dans une circulaire, publiée début mai, le Ministère déclare tout d'abord ne pas vouloir remettre en cause les formes actuelles d'échange qui mettent l'accent sur la découverte linguistique et culturelle par des séjours organisés en période de vacances ou lors des petits congés de l'année scolaire. Il affirme cependant son intention de privilégier, à l'avenir, les échanges de type "appariement" et donner ainsi un nouvel essor aux échanges internationaux. Ayant pour base un accord conclu entre un établissement français et un établissement étranger analogue, les échanges de ce type concernent des classes entières accompagnées de leurs professeurs au cours de la période scolaire.

L'avantage de cette formule est double. D'une part, les élèves se trouvent placés dans une situation qui leur permet de tirer profit au maximum d'un contact linguistique et culturel nouveau, car leurs activités s'insèrent dans le cadre scolaire normal durant lequel ils auront à suivre des cours entièrement en langue étrangère ; d'autre part, élèves et maîtres étant largement intégrés à la vie d'un établissement étranger sont amenés à expérimenter des systèmes éducatifs différents qui ne peuvent manquer de susciter leur réflexion commune.

De tels échanges ne sauraient cependant pas être improvisés. Prévus pour les 2e et 3e trimestres de chaque année scolaire, ils requièrent une soigneuse préparation linguistique et psychologique des élèves qui sera l'occasion d'une fructueuse concertation entre leurs différents maîtres dès le début de l'année scolaire. Les conditions de l'encadrement et les modalités d'accueil devront également être étudiées de manière à assurer une poursuite normale de la scolarité des élèves. En ce qui concerne l'encadrement, les professeurs volontaires pour participer à l'échange assureront les enseignements maintenus pendant la durée du séjour à l'étranger. Ils se concerteront avec leurs collègues étrangers accueillant les élèves dans leurs classes et animeront avec eux la vie scolaire du groupe qui leur sera confié. L'accueil des élèves pourra être envisagé en internat mais devra, de préférence, être effectué sur une base d'échange familial.

La circulaire précise, enfin, les conditions financières en tenant compte des subventions nationales, régionales ou locales, dans la perspective du respect de l'égalité des chances d'accès à ce type d'échange et de l'aide à apporter aux moins favorisés.

37.014.242 (44) Bulletin Officiel de l'Education nationale, n° 20, 16-V-74;C.P.

FRANCE : PREMIER BILAN DE L'OPERATION 10 %

Par la circulaire du 27 mars 1973, le Ministre de l'Education nationale décidait d'accorder aux établissements secondaire 10 % de liberté dans l'organisation des programmes scolaires, en allégeant d'autant les programmes des diverses disciplines (cf. News-letter/Faits Nouveaux 2/73).

Dès le départ, les critiques ont été vives, mais il semble bien que le concert des oppositions se soit quelque peu atténué depuis lors. Les résultats de cette première année sont même suffisamment encourageants pour qu'au Ministère de l'Education on se montre d'un "optimisme raisonné". Actuellement, si les données recueillies ne sont pas encore susceptibles d'exploitation statistique, elles autorisent cependant des conclusions générales d'ordre quantitatif et permettent de dresser à grands traits un bilan provisoire de l'opération 10 %.

En ce qui concerne le choix des périodes réservées aux activités prévues pour les 10 %, différentes formules ont été expérimentées, qui, toutes, présentent à la fois un certain nombre d'avantages et d'inconvénients. Si certains établissements ont maintenu l'emploi du temps traditionnel sans réserver aux activités des 10 % des temps forts aménagés dans la semaine scolaire, la plupart d'entre eux ont préféré y consacrer une demi-journée par semaine ou une journée par quinzaine. D'autres, moins nombreux, ont choisi la formule de la semaine bloquée ou encore de la demi-semaine alternée.

Les types d'activité ont été très divers et traduisent souvent un large effort d'imagination et de recherche. L'ouverture sur le monde extérieur est, jusqu'à présent, l'aspect le plus positif de l'opération : visite d'entreprises, d'expositions, de monuments historiques, des quartiers de la ville. On a découvert des aspects de la vie locale : mairie, tribunaux. La curiosité des élèves pour les problèmes de leur époque a pu être satisfaite par des informations sérieuses et objectives concernant tant les grandes questions scientifiques que les situations sociales, politiques ou économiques. Le fonctionnement de la justice, par exemple, a pu être abordé en faisant appel à des représentants du Parquet et en emmenant les élèves assister à des audiences au tribunal. L'intérêt pour les pays étrangers a pu également servir de départ à des enquêtes et des études très enrichissantes.

Plus rarement, mais les exemples ne manquent pas, l'information sur les carrières, la découverte d'aspects de la vie professionnelle et de l'activité des services d'orientation ont bénéficié des premières opérations 10 %.

A l'occasion de la mise en oeuvre de cette innovation pédagogique, le travail en équipe a été ressenti comme une nécessité par la majorité des maîtres, et des professeurs de disciplines différentes ont su coopérer notamment en participant ensemble à l'étude d'un même thème. Le décloisonnement des disciplines a même été parfois systématiquement prévu par les équipes administratives. A titre d'exemples, on peut mentionner : visite de ruines romaines sous la conduite de professeurs d'histoire, de français et de dessin ; présentation des principaux monuments égyptiens en classe de sixième avec le professeur d'histoire, de mathématiques, de travail manuel, et construction de maquettes ; étude de l'activité d'une usine de réduction d'uranium avec un mathématicien, un physicien et un géologue ; étude des mesures anglaises par un mathématicien et un linguiste.

D'autre part, là où il était déjà pratiqué, le travail indépendant a été élargi et s'est trouvé mieux intégré à la démarche pédagogique. Par ailleurs, la mise en oeuvre des 10 % a eu pour conséquence d'intéresser l'ensemble de l'établissement à des efforts qui restaient souvent limités à quelques équipes restreintes. Parmi les innovations récentes qui ont bénéficié de cet intérêt, on peut citer : la phase d'information des procédures d'orientation ; l'initiation économique et sociale ; l'information et l'éducation sexuelle ; la sensibilisation aux problèmes de l'environnement. Les 10 % ont également permis d'initier à des disciplines non enseignées (grec, biologie, archéologie, astronomie, informatique, technique cinématographique), de relancer des activités en sommeil, comme la correspondance scolaire internationale ou la confection de monographies, et enfin d'assurer un enseignement de soutien aux élèves en difficulté.

Les 10 % se révèlent donc avoir eu, dans l'ensemble, des effets favorables, qu'il s'agisse des relations au sein de l'établissement ou de l'établissement avec l'extérieur, qu'il s'agisse des pratiques pédagogiques, des relations entre enseignants et élèves ou d'un renouveau d'intérêt des élèves pour leurs tâches. Les chefs d'établissement, cependant, se sont souvent heurtés à quelques difficultés de mise en oeuvre (prudence excessive ou scepticisme des enseignants, isolement en milieu rural) ou à des problèmes matériels tels que

l'absence ou l'insuffisance du service de Documentation et d'Information, le manque de crédits ou même la conception architecturale des établissements anciens non adaptée aux exigences nouvelles.

Après cette première année d'observation, de discussions, de tâtonnements, le Ministère de l'Education envisage le développement des 10 % dès la prochaine rentrée scolaire. A cet effet, une circulaire parue début juin, demande de mettre cette expérience à l'ordre du jour des réunions pédagogiques. Un questionnaire sera envoyé à chaque chef d'établissement, et l'exploitation des réponses permettra de faire un bilan complet de l'année 1973/74. Un dossier sera mis alors à la disposition des établissements et l'on y trouvera, outre les conclusions d'un groupe de travail ministériel, des récits d'expériences, des suggestions ainsi qu'une liste d'adresses d'entreprises de dimension nationale (publiques et privées) qui acceptent de collaborer avec les établissements scolaires. Enfin, un fichier académique des expériences réalisées sera progressivement établi dans chaque rectorat. Il s'agit, en définitive, de favoriser la circulation de l'information et la collaboration entre les établissements scolaires.

371.38 : 373.5 (44) L'Education, 16-V-1974 et 13-VI-1974 ; C.P.

FRANCE : REFORME DES ETUDES DE TROISIEME CYCLE ET DE DOCTORAT

Après la réforme du premier cycle des enseignements supérieurs en mars 1973 et la création des diplômes d'études universitaires générales (DEUG) (cf. News-letter/Faits Nouveaux 2/73), une réorganisation des études de troisième cycle et de doctorat vient d'être élaborée pour les disciplines littéraires, scientifiques, juridiques et économiques.

Les textes consacrant cette réorganisation sont l'aboutissement d'un long travail de remise en ordre rendu nécessaire par la loi d'orientation de l'enseignement supérieur de 1968, qui créait les universités autonomes (cf. News-letter/Faits Nouveaux 5/68). Ils résultent également de la prise de conscience des difficultés ressenties par les universitaires, les chercheurs et les étudiants dans le système actuel. Une harmonisation des filières de formation et des diplômes entre les différentes disciplines s'est donc avérée nécessaire, tout en tenant compte des spécificités de chacune et de l'autonomie des universités. Celles-ci voient d'ailleurs leurs compétences élargies sur de nombreux points, ce qui devrait permettre d'atteindre un double objectif : rendre moins contraignante la règlementation nationale tout en maintenant le niveau scientifique des titres universitaires.

Le troisième cycle comportera désormais deux sortes de diplômes : d'une part, le diplôme d'études supérieures spécialisées et le diplôme de docteur - ingénieur à finalité plus directement professionnelle, et d'autre part, le doctorat de troisième cycle et le doctorat d'Etat orientés vers la recherche théorique.

Le diplôme d'études supérieures spécialisées est un titre nouveau qui sanctionnera une formation en un an après la maîtrise directement orientée sur la vie professionnelle et comprenant des enseignements théoriques et pratiques, ainsi qu'un stage obligatoire. Le contenu de cette formation consistera soit en l'acquisition de connaissances approfondies dans des domaines particuliers, complémentaires de la formation dispensée en deuxième cycle soit en l'acquisition de techniques destinées à favoriser l'exercice d'un type d'activité déterminé.

Le diplôme de docteur - ingénieur pourra être délivré par les universités ou les écoles publiques d'ingénieurs. Les candidats devront justifier d'un diplôme d'ingénieur ou d'un titre étranger équivalent pour être autorisés à s'inscrire en première année de préparation au diplôme de docteur - ingénieur. Cette première année, qui comportera des enseignements théoriques et une initiation aux techniques de recherche sera sanctionnée par un diplôme d'études approfondies permettant l'accès en deuxième année. (Certains diplômés d'écoles d'ingénieurs pourront être dispensés de ce diplôme). A compter de cette deuxième année, les candidats effectueront ou poursuivront un travail de recherche sous le contrôle d'un directeur de recherche. Le diplôme de docteur - ingénieur sera conféré après soutenance d'une thèse ou présentation en soutenance d'un ensemble de travaux individuels ou collectifs.

Le doctorat de troisième cycle sanctionnera une formation acquise dans la pratique de la recherche et sera délivré par les universités et les établissements publics à caractère scientifique et culturel indépendants habilités à cet effet. La durée de préparation du doctorat de troisième cycle sera de deux ans au minimum et de trois ans au maximum (sauf dérogation individuelle) après la maîtrise ou un diplôme équivalent. La première année sera comme pour le diplôme de docteur - ingénieur, sanctionnée par un diplôme d'études approfondies qui permettra l'inscription en deuxième année. A partir de cette seconde année, les candidats effectueront ou poursuivront un travail de recherche et la soutenance de thèse pourra porter sur un travail individuel ou un ensemble de travaux individuels ou collectifs.

Il n'y aura pas de doctorat de troisième cycle dans les disciplines juridiques ou économiques : après le diplôme d'études approfondies ou le diplôme d'études supérieures spécialisées, les candidats prépareront un doctorat d'Etat.

Le doctorat d'Etat est destiné à attester l'aptitude d'un candidat à effectuer une recherche originale, il n'est donc pas étroitement dépendant, comme autrefois, d'un cursus universitaire national. Pour être admis à postuler le doctorat d'Etat, les candidats devront justifier d'un diplôme français ou étranger du niveau de la maîtrise. Dans les disciplines juridiques, politiques, économiques et de gestion, les candidats seront tenus de justifier d'un diplôme d'études approfondies ou d'un diplôme d'études supérieures spécialisées ou encore de titre et travaux reconnus équivalents. L'oeuvre qui sera sanctionnée par le doctorat d'Etat peut avoir été réalisée soit au sein de l'université ou de l'établissement agréé, sous le contrôle d'un directeur de recherche, soit dans d'autres cadres, en France ou à l'étranger, l'université ou l'établissement n'intervenant que pour reconnaître à un moment donné la valeur scientifique de cette oeuvre. L'ensemble des réalisations du candidat peut être pris en considération en vue du doctorat d'Etat : thèse, publications, ouvrages ayant donné lieu à l'obtention d'autres diplômes français ou étrangers, travaux publiés dans le cadre d'une activité professionnelle s'ils apportent une contribution à la science. La décision de conférer le doctorat incombera au jury devant lequel a lieu la soutenance. Il appréciera notamment la valeur intrinsèque des travaux, leur originalité ainsi que la culture générale scientifique du candidat. Le titre sera délivré d'une part par les universités et les établissements publics à caractère scientifique et culturel indépendants, d'autre part par des établissements publics d'enseignement supérieur ayant passé convention avec ces derniers.

L'entrée en vigueur de la réforme est fixée à la rentrée universitaire 1974/75 pour le doctorat d'Etat et à la rentrée 1975/76 pour le doctorat de troisième cycle, le diplôme de docteur - ingénieur et le diplôme d'études supérieures spécialisées.

37.014.3 : 378 (44)

Bulletin Officiel de l'Education Nationale N° 19, 9-V-1974 ; Le Monde, 3-V-1974 ; C.P.

FEDERAL REPUBLIC OF GERMANY : LOWER PRIORITY FOR EDUCATION

The new Federal Minister of Education and Science, Mr. H. ROHDE, Social Democrat, trade unionist and expert on social policy, fits well into the pragmatic style of the Federal cabinet constituted by Helmut SCHMIDT in mid-May. The policy declaration of the new cabinet has been interpreted as setting a lower priority for education than that set out in the policy declarations of Willy BRANDT's cabinets in 1969 and 1973 which regarded democratisation and reform of education as the foundation stone of social progress.

The new policy gives the highest priority to vocational and technical education which is the post-compulsory education of the majority of the population and must not remain a "second-class education". The reform of vocational and technical education must be carried out, the declaration stresses, by means of close co-operation between enterprise, school and training centre. The so-called dual system under which responsibility for vocational and technical training is shared by the State and the economy, will be maintained.

The policy declaration emphasises that the overall education plan, which was approved by the Federal Chancellor and the Länder Prime Ministers in September 1973, remains the basis of long-term education policy. However, the existing financial constraints have to be taken into account in its implementation.

The higher education frame bill which is still a subject of bitter controversy in the Federal Parliament, should be speedily enacted, as it will serve as the basis not only for uniform policy in higher education, but also for the long-overdue reform of study structures.

The policy declaration deals also with the educational grants law which has recently been amended to raise the grants and cover further groups of pupils and students. It welcomes the fact that in May the Länder governments agreed to the principle of allocating some 20 per cent of student grants as interest-free repayable loans.

37.014 (430.1) Information Bildung Wissenschaft, 6/1974 ; v.M.

FEDERAL REPUBLIC OF GERMANY : HIGHER EDUCATION - PROBLEMS AND PROSPECTS

At the end of May, the Federal Government submitted to the Federal Parliament a comprehensive report on the situation in higher education.

Continuous increase in student numbers

The number of students at universities and post-secondary colleges reached 723,000 at the beginning of the 1973/1974 academic year. Student numbers have doubled every decade, from the early fifties to the early seventies. The number of freshmen of German nationality, expressed as a percentage of the corresponding age group, rose from 7.4 in 1960 to 21.7 in 1974. This trend is likely to continue as the number of pupils entering grammar school has reached a national average of 30 per cent of the corresponding age group and of 50 per cent in the urban districts. The grammar school in its present form is a one-way street to higher education : 95 per cent of its pupils continue their studies at universities and colleges. It is thus expected that the student number may well exceed one million in 1978 - whereas the maximum target figure for the expansion of higher education is 800,000 students in 1978.

Students' social situation

The growing discrepancy between social demand for and provision of higher education is not the only problem that worries planners and politicians. The middle classes are still heavily over represented in the student body : in 1973 only 11.5 per cent of students at universities and 27.2 per cent of students at colleges came from the working classes. Although these figures are the highest ever reached, they are still regarded as unsatisfactory.

At the same time the financial situation of students has deteriorated. Forty per cent of students are in gainful employment during the vacation period and 20 per cent during the whole academic year. Ten years ago, in 1963, the corresponding figures were 34 and 8. Student hostels can accomodate only some 10 per cent of students. Every fifth student is married, and one-third of student couples have one or more children. It is thus not astonishing that the percentage of students who received grants reached a peak with 47 per cent in 1973. Grants represented some 10 per cent of public expenditure on higher education which totalled 11,7 billion DM in 1973, as compared to 2,3 in 1963.

Students' political attitudes

In the context the findings of a recently published survey are of interest. The survey was conducted among 3,952 students by the Munich firm of Infratest on behalf of the Federal Ministry of Education and Science. About every tenth student is dissatisfied with the status quo and would like to alter the present state of affairs by means of "revolutionary changes". Only three per cent of the students asked were content with the current economic and political conditions prevailing in the Federal Republic. The majority of students on the other hand were in favour of moderate or systematic reforms. Forty one per cent demanded "moderate" reforms, 46 per cent "systematic" ones. The proportion of students championing "revolutionary change" was.

at 29 per cent, most strongly represented in the area of the social sciences and at 5 per cent at its weakest amongst law and medical students. The survey also revealed differences between students at universities and those at colleges. Whereas 9 per cent of university students were for revolutionary change, it was 11 per cent at the colleges.

From open to closed access

Among the many almost insoluble problems which beset the thorny field of education policy, there is one of paramount importance : the numerus clausus. It began in medicine and pharmacy and has spread from year to year to the other subjects, until in mid-1974 access to most subjects at the 43 universities was limited to those who had obtained the best marks in the Abitur, the secondary leaving certificate. It was hoped that this stiffening of competition, first for access and then among graduates on the labour market, would have a detering effect, thus giving the ongoing expansion a chance to catch up with demand. However, this has not come about. It seems probable that in the years to come, if demand continues to grow as at present, about one fifth of applicants will have to be turned down.

In this situation it is indispensable to know as precisely as possible how many students can be accommodated at each university in the various subjects. In June, therefore, the Central Agency for Admission to Universities, created in late 1972 (see News-letter 5/72), prepared a decree to be issued by all Länder, on the uniform assessment of "study capacity" at the universities. The decree will be applied as from the 1974/75 academic year on an experimental basis and be revised after one year in view of the experience gained. The highly technical procedure provides for an assessment of the teaching load of all teaching staff, on the one hand, and of lectures and group work such as tutorials, seminars, etc. as prescribed by the curricula, on the other hand. In this way the maximum number of students to be admitted to the individual courses will be determined.

Thus open access to higher education will increasingly be replaced by selection for admission. This policy is generally deplored, although nobody can deny its necessity. It is rightly feared that competition for good marks will supersede co-operativeness and self-responsibility which the school reform wanted to promote. It is also feared that universities may become training centres with tightly prescribed study courses which would leave too little space for research and academic initiative.

373 : 37.014.5 (430.1) Informationen Bildung Wissenschaft, 6/1974 ; Education and Science, 4/1974 (e) ; Akademischer Dienst, 24/1974 ; v.M.

FEDERAL REPUBLIC OF GERMANY : EDUCATIONAL LEAVE INTRODUCED IN FOUR LÄNDER

Hamburg was the first of the eleven Länder to pass legislation on educational leave (see News-letter 1/74). Bremen followed suit. In May Lower-Saxony, and in June Hesse enacted laws introducing educational leave. Both laws were passed by the Social Democratic and Liberal coalition against the votes of the Christian Democrats.

In Lower-Saxony all gainfully employed persons - blue and white collar employees as well as civil servants - can claim paid educational leave of two-weeks duration every eight years. A four-week advance notice has to be given to the employer. If an employee does not take his or her educational leave, the employer has to pay a compensation levy to a central fund for the promotion of continued education. However, smaller firms do not pay the levy, provided their annual wage bill does not exceed 250,000 DM. All courses to be followed in the period of leave must be recognised by the State. Their content may comprise further vocational or professional training as well as general and political education.

In Hesse paid educational leave has been granted to all persons up to the age of 25 who are in gainful employment. They may claim every year a five-day leave to be used for further vocational training which may be combined with political education. The limitation to the age group of up to 25 years had to be introduced for economic reasons.

374.7 (430.1) Akademischer Dienst, 19/1974 ; Frankfurter Allgemeine Zeitung, 20-VI-74, v.M.

FEDERAL REPUBLIC OF GERMANY : HOW HEAVY IS THE TEACHER'S WORK LOAD?

The teacher's working day has for many years been the subject of heated discussion between the authorities, the teachers' associations and the public. For the first time precise data on this matter have now become available. They are contained in a two volume survey recently published by Knight Wegenstein AG in Zurich, an independent firm of consultants from which the Conferences of Education, Finance and Interior Ministers commissioned the survey in 1972.

The assessment was carried out in 1973 in the Federal Republic of Germany, Austria and Switzerland. The sample in the Federal Republic included 1,237 schools, 9,129 teachers and over 56,500 subject lessons. Details supplied by the teachers were complemented by individual and group interviews. All data were processed by computer.

The teacher's work time was calculated on the basis of 47 weeks per year to make it comparable with the civil service. However, the school year is shorter. In the Federal Republic it lasts only 39 weeks. The burden placed on the individual teacher during the school year is therefore greater than given in the figures of the survey. Three factors were taken into account in order to establish the number of hours worked by teachers : the compulsory number of lessons, which in the Federal Republic varies according to the type of school between 23 and 29 lessons per week, the "class orientated" activities (e.g. preparation of lessons, examinations) and the "teacher orientated" activities (e.g. administrative tasks, further training).

The results showed that the average number of hours worked by teachers per week was :

	Elementary and primary schools	Grammar schools
Federal Republic	43.5	45.6
Austria	42.0	47.1
Switzerland	46.7	45.8

It is interesting to note the close correspondence of these figures despite different holidays and school systems (half-day schools in Germany and all-day schools in Switzerland).

Work period, school type and subjects

In the Federal Republic's various types of school the average number of working hours per week was as follows :

Elementary and primary school	43.5
Special school	44.2
Secondary modern school (Realschule)	45.1
Grammar school(Gymnasium)	45.6
Vocational school	46.5

The fact that vocational teachers work the greatest number of hours per week was attributed by the survey to the extreme shortage of teachers in vocational schools and to inadequate facilities.

Civil servants in the Federal Republic work a statutory 42 hour week. However, higher echelon civil servants with whom teachers can be compared, generally work far longer. Thus teachers are neither privileged nor disadvantaged in comparison to the civil service.

In the Federal Republic it is comprehensive school teachers who have the heaviest burden. This is understandable because co-ordination in the comprehensives, which are still in the experimental stage, is particularly time-consuming. Thus a head master in a comprehensive school works 52.5 hours per week and a head of department responsible for co-ordination as many as 63.2 hours.

The figures on subject lessons according to type of school and school stage, are also interesting. Thus, a teacher in the beginners' class of a primary school has to spend 86 minutes on pre- and post-preparation for a German lesson lasting 45 minutes. A primary school teacher (Hauptschule) in the lower classes spends 102 minutes, a secondary modern school teacher (Realschule) 119 minutes and a grammar school teacher in the lower stage 99 minutes. The grammar school teacher who teaches German at the intermediate stage must reckon with 121 minutes and at the senior stage with as much as 142 minutes working period per German lesson.

At the grammar school senior level, 133 minutes on average are spent preparing and following up a biology lesson, for chemistry 132 minutes, German 142, English 133, geography 135, history 144, mathematics 124, and physics 136. The differences are thus relatively marginal. An art master spends 126 minutes on a senior level lesson in his subject. The same goes for a music teacher, and only the sports teacher with 77 minutes per lesson given does not fit into this picture.

Satisfaction and complaints

A number of interesting supplementary questions give an insight into teachers' satisfaction with their jobs and their assessment of internal school conditions. Eighty-eight per cent of teachers feel themselves to be overburdened ; the remainder feel the burden to be fairly spread or not excessive. However, despite the heavy burden, 87 per cent of the teachers like their job ; only 13 per cent are dissatisfied or undecided. Around 70 per cent of the teachers regard their administrative activities as too heavy.

What was regarded as especially burdensome ? The large classes ? They were criticized by only 57 per cent of the teachers. Pupils' behaviour ? Surprisingly enough, 57 per cent of the teachers described it positively, 14 per cent found it normal, and only 22 per cent thought it negative or aggressive. The lack of ability to concentrate on the part of the pupils ? Sixty-four per cent of the teachers complained about this whereas 30 per cent found it satisfactory or normal. The amount of space available in schools, despite the numerous ultra-modern school buildings, was criticized by 57 per cent of the teachers, and teaching aids were described by 51 per cent as "not adequate to meet demands". It is further surprising that 64 per cent of the teachers were disturbed by "external noise" during lessons which indicates unsatisfactory siting of many schools.

Recommendations

The survey recommends that in place of the present compulsory lesson system, the work period of each teacher be established according to an individual "activity profile" which would be calculated on the basis of a points system. Each point would represent a one-minute work unit per week. This system, in which factors such as age, qualification, experience, etc. could be taken into account, would have the advantage of greater flexibility and would be fairer than the present system.

The survey also deals with the numerous activities such as collecting money, duplicating, keeping registers, preparing technical lessons, etc. at present performed by teachers, but which could as well be handed over to auxiliary staff of varying levels of qualification. The time which could thus be saved per teacher and per week is assessed at 149 minutes. If only half of the rationalisation possibilities could be realised this would represent an increase in teaching capacity of around 2.5 per cent, or 11,250 additional teachers in the case of the Federal Republic with its 450,000 teachers. The survey therefore strongly recommends an increase in the number of auxiliary staff employed.

37.088 (430.1) Education and Science in the Federal Republic of Germany, 4/1974 (e) ; v.M.

IRELAND : THE DEVELOPMENT OF COMPREHENSIVE EDUCATION

The comprehensive school is a new concept insofar as education in Ireland is concerned, the first three such schools being built as recently as 1966. Prior to this, post-primary education was provided by means of secondary and vocational schools, the former recruiting their pupils in the main on a selective basis and tending to concentrate on purely academic education, the latter concentrating more on practical subjects. This created a division of interests which militated against each pupil receiving the type of education best suited to his aptitudes and interests. The broad curriculum offered by the comprehensive schools is an attempt to rectify this situation. It is intended that the comprehensive schools will stimulate co-operation between secondary and vocational schools throughout the country, this co-operation and sharing of facilities being the most practical way of approaching the comprehensive-type education which is essential, if each pupil is to be provided with an education structured to his needs and aspirations.

The success of the comprehensive schools venture is already evident in many respects. They are showing the advantages in areas of relatively scattered population of avoiding the traditional dichotomy between secondary and vocational schools. The degree of balance required between the academic and the practical to form a broad course of instruction suitable to the various ability levels is being examined. Indeed the comprehensive schools are serving as vehicles for and centres of educational experimentation at the post-primary level. They are spearheading progress in the introduction of a nation-wide system of guidance backed by remedial teaching. The principles of streaming versus non-streaming are being explored. Environmental studies as a major feature of the school curriculum are being taught on a pilot basis.

The comprehensive schools being intended to serve as experimental schools in addition to their ordinary functions, their number will be strictly limited - there are at present 14 in operation. Further development in this area will be by way of community schools. These, so far established in 12 areas, differ from comprehensive schools in that their management structure is more representative of the local community, and that the total facilities of the school are placed at the disposal of the community outside school hours, thus involving the whole community in the activities of the school.

373.553 (417) Report, Department of Education, June 1974, W.F.B.

NETHERLANDS : TEACHER TRAINING FOR THE NEW BASIC SCHOOL

The proposed introduction of a single school (basisschool) for children in the 4-12 age range (cf. News-letter 2/74) is not without implications for teacher education. The need to review the manner in which teachers are trained has been given a certain urgency through the fact that the Minister of Education, Dr. J.A. van KEMENADE, as a step towards the creation of the new school, is shortly to introduce a bill in parliament which will lower the age of entry to nursery school to four years with a view to giving children the chance to have two full years in the nursery sector.

With this situation in mind, a working party on the reform of teacher education has produced an interim report. The working party is of the opinion that for the new school to succeed the teachers working in it should constitute one body. One should avoid the school becoming a juxtaposition of various age groups with merely an outward appearance of unity, and with the prestige of the teachers varying according to the age group taught. The working party would therefore favour a system of training that would permit the teacher to teach throughout the age range, if necessary. At no point would the teacher specialise exclusively in one particular age group. The student would have an opportunity to concentrate on the teaching of either the younger or the older children, but throughout the student's training the group in which he was not specialising would not for all that be neglected.

The working party suggested that this broad choice might be made at the beginning of the three-year course, or alternatively after the end of a first year of common studies.

371.13 (492) Uitleg 377 ; Documentatieblad (proof) ; A.A.

NETHERLANDS : CUTBACKS IN UNIVERSITY ADMISSIONS

Drastic university admission cuts have been operated this year. From the 10,000 applications received for the eleven most popular university courses, 5,500 have been turned down. These figures, issued in May by the University Academic Council, confirm the grave overcrowding now facing all Dutch universities.

Studies affected by the cuts are : medicine (the most popular field with 4,000 applications but only 1,750 places available), dentistry, vetinary surgery, pharmacy, biology, social and physical geography, physical training, history, English and Dutch. If applications do not fall off, universities will announce further admission cuts in physics, geophysics, geology, German and art history. Only studies such as cultural anthropoly, non-western sociology and politics are not immediately threatened.

A selection procedure for the 1974/75 academic year has been announced. This includes freely admitting all applicants who obtain a mark of 7 1/2 in their leaving examinations (examination results are grades from 1 to 10) and who have completed their national service. Students reapplying also get preferential consideration. Just a token number of Commonwealth students will be admitted, and foreign students in faculties faced with admission cuts will be limited to 3 % of the student number.

Lack of government funds, the increase in students applying from every social level, and the Mammoet Education Act which reshuffled secondary education making it easier to climb the academic ladder are all blamed by the academics who resent the present squeeze.

The universities can expect little financial support from the government which is in no hurry to plough money into university expansion, if it means that later on the country is left with a supply of highly qualified graduates which far exceeds the demand. The matter has been hightened by the fact that the universities have so far vigorously resisted attempts by Dr. J. A. Van KEMENADE, Minister of Education, to change the traditional approach to lengthy, "bookish" courses, perpetuating an education system based on turning out highly qualified, narrowly specialised graduates.

378.141.224 (492) The Times Higher Education Supplement, 17-V-1974 ; B.F.W.

SCANDINAVIA : EQUIVALENCE OF EXAMINATIONS IN HIGHER EDUCATION

The Secretariat for Nordic Cultural Co-operation has just published the results of an enquiry by a six-member committee into the operation of Scandinavian agreements on higher education qualifications. The committee, which included representatives from Denmark, Finland, Iceland, Norway, and Sweden, concluded that the present rules, introduced in 1964/65 are no longer applicable, and presented proposals for their revision.

The object sought is to make it possible to study freely anywhere in Scandinavia, and to achieve a collective Scandinavian qualification by combining studies in two or more Scandinavian countries. The term "tentamena", used in Sweden for examinations in higher education, is used in Scandinavian cultural collaboration to include :

- the right to be accepted for study at a university ;
- the right to exemption from renewed tests and examinations ;
- the right to receive certification, wherever the course was followed.

A comparative review of courses in the humanities, natural sciences and social sciences in the five Scandinavian countries showed that the conditions on which the present rules were based have changed considerably. Reforms already introduced or under preparation in all the Scandinavian countries have resulted in major differences in length of studies, in structures, and in administration. There is thus no prospect of introducing uniform regulations or of updating the 1964/65 rules whereby particular examinations in one country were considered equivalent to particular examinations in another. The Committee has therefore made proposals for a new and more general system of recognition of qualifications.

The key-stone of this system is that the examinations which the student has taken in his own country should be converted into a unit of time, i.e. that which is normally required for the studies leading up to these examinations. The degree or qualification which the student wishes to obtain in a foreign country should be similarly converted into a unit of time, that normally required to obtain this qualification. The first is subtracted from the second and the difference is reckoned to be the time required by the student to complete his studies in the foreign country. To ensure that the requirements for entry to the course in the foreign country are met, the content of the students studies in his own country must be evaluated in relation to the aim of his proposed studies in the foreign country. This must be done with the collaboration of the relevant authorities of the university or other higher education institution in the country where he wishes to continue his studies. This evaluation may lead to a reduction or an extension of the period of his study abroad. On this basis, a concrete programme of study should be drawn up for the student, specifically designed to take him up to the level required to obtain the qualification desired in the foreign country.

Seven further recommendations are made to the Scandinavian Council of Ministers, and to the individual countries, to facilitate the smooth working of this system :

- all Scandinavian countries should fix "normal" periods of study for each higher education qualification, since this will facilitate the evaluation of the time to be taken for combined studies in two or more Scandinavian countries ;
- the application of the principles of this system to other education sectors should be considered ;
- work should be begun on a Scandinavian standard terminology for the description of regulations for study, and for the expressions used in evaluating a students' performance ;
- efforts should be made to establish norms for the concept of "points" in courses of study ;
- an annual review should be drawn up by each country, on uniform principles, giving current regulations for study, and indicating courses not affected by numerus clausus regulations ;
- another annual review should be issued giving an account of reforms, including organisational reforms, likely to be carried out in the next few years ;
- since the problem of numerus clausus threatens to bring inter-Scandinavian study movements to a complete stop, unconditional access should be given to a limited number of students from other Scandinavian countries (perhaps based on a definite quota for each course), and primarily, perhaps, for especially desirable studies from a Scandinavian point of view, e.g. linguistic studies, or those available in only one country or only one particular university.

37.014.256 : 378 (48) Report of the Secretariat for Nordic Cultural Co-operation, "Proposal for the Equivalence of Nordic Higher Education Examinations"; P.L.

SPAIN : UNIVERSITY ENTRANCE EXAMINATION

The proposed introduction of a nation-wide examination to control entrance to the universities has led to declarations of opposition from most sections of society. Working-class opponents of the move have argued that it will mean many more children from less well-off families will be denied the opportunity of a further education. On the other hand, the conservative middle-class see the examination as a frontal attack on their traditional right to a university education. In any event, the protests have forced the government to postpone the measure for this summer.

Mr. Martinez ESTERUELAS, Education Minister, told the Cortes in May that the heavy demand for higher education in recent years had led to a marked deterioration in quality. To avoid total breakdown of the university system some form of quality control had to be introduced. He seemed surprised at the virulence of opposition to the proposed measure. In his introductory speech he referred continually to poorer students and claimed that the previous easy access, far from solving their problems, merely aggravated them. To give real equality of opportunity, he proposed large-scale system scholarships.

The Minister presented a bill to Parliament which proposes entrance examinations on a national scale, not drawn up by the different universities for their districts as previously envisaged. Potential candidates will be given four opportunities to sit the entrance examinations in the space of three years. But even more generous, according to Mr. ESTERUELAS, is the measure by which potential students are allowed to hold on to their government grant while trying to get into university.

It is expected that the bill will be passed before the summer recess, so that as from next year there will be fewer students admitted to the country's universities.

378.141.224 (460) The Times Educational Supplement, 31-V-1974 ; W.F.B.

SUISSE : REGAIN D'INTERET POUR LES ECOLES DU DEGRE DIPLOME

Au moment où on parle toujours davantage d'un encombrement de certaines filières universitaires et de l'introduction éventuelle du numerus clausus, on constate, au contraire, qu'un état de pénurie se maintient dans plusieurs secteurs professionnels où la formation ne s'acquiert ni à l'université ni par apprentissage. Il s'agit notamment de professions à caractère pédagogique, paramédical ou social. D'où le regain d'intérêt pour les écoles du degré diplôme, qui sont des établissements de formation générale - d'où le nom d'écoles de culture générale donné à certains d'entre eux - offrant également et progressivement les options nécessaires aux études que les diplômés poursuivront dans les écoles subséquentes de leur choix.

Ces écoles font suite à la scolarité obligatoire et comprennent le plus souvent deux ou trois années d'études jusqu'à l'obtention du diplôme. Elles accueillent des élèves qui ne sont pas dans la voie gymnasiale et qui ne désirent pas entreprendre un apprentissage ou pas dans l'immédiat. Les élèves de ces établissements (ou de ces sections) se préparent à entrer dans des écoles spécialisées qui ne requièrent pas un certificat de maturité mais qui exigent une bonne formation générale ainsi que les aptitudes indispensables à la profession envisagée.

Cas particuliers des écoles de commerce et des écoles d'administration

Les écoles de commerce (au nombre d'une soixantaine) ont un cycle d'études de trois années qui se termine par un diplôme. La formation y est exclusivement commerciale et cette dernière est intensive dès la première année, parallèlement aux cours généraux. C'est la raison pour laquelle les diplômés de ces écoles reçoivent en même temps le "Certificat fédéral de capacité d'employé de commerce" et que la plupart d'entre eux s'engagent immédiatement dans la vie active.

Les écoles d'administration (au nombre de neuf) : les élèves qui sortent de ces écoles après deux années d'études poursuivent leur formation durant deux nouvelles années dans l'une des grandes administrations du pays (Douanes ; Postes, Téléphone et Télégraphes ; Chemins de fer ; Télécommunications). De fait, dans les écoles d'administrations, les études sont avant tout axées, dès le début, sur les branches commerciales et économiques ; il n'y a donc pas une formation générale de base accompagnée d'options diverses et progressives.

Vers la création d'une Commission d'étude des écoles du degré diplôme

L'idée de constituer une "Commission d'étude des écoles du degré diplôme" est partie de la "Commission d'experts pour l'enseignement secondaire de demain". Le Secrétariat général de la Conférence des Directeurs cantonaux de l'Instruction Publique a chargé début 1973 un groupe de travail de préparer un projet de mandat pour cette future commission d'étude et d'entamer les travaux préparatoires. Ce groupe de travail s'est réuni à plusieurs reprises au courant de l'année 1973 pour élaborer le projet de mandat de la future commission, préparer le terrain par une enquête basée sur un questionnaire et analyser les résultats de l'enquête. Il a également pris part en février 1973 à une séance d'information destinée aux associations professionnelles pédagogiques et économiques de toute la Suisse, organisée à la demande du groupe de travail.

Le projet de mandat de la Commission qui sera prochainement créé a finalement pris la forme suivante :

- faire l'inventaire des réalisations, des expériences en cours, des projets et de leurs tendances ;
- élaborer des modèles d'organisation possible du degré diplôme sur trois ou deux années après la scolarité obligatoire ;
- préconiser les liaisons organiques entre le degré diplôme et les degrés professionnel et maturité ;
- déterminer la nature et la portée des diplômes à décerner en prévoyant les accès aux écoles professionnelles subséquentes (existantes ou à créer) ; les débouchés recherchés devant concerner aussi bien les garçons que les filles ;
- établir la répartition des disciplines d'enseignement de manière à sauvegarder une certaine coordination avec les degrés maturité et professionnel ;
- proposer des expériences concrètes de renouvellement de l'enseignement qui s'appliquent spécialement à ce degré diplôme.

L'enquête sur les écoles du degré diplôme

Le questionnaire a été envoyé aux 25 Directions cantonales de l'instruction publique mi-1973. Les réponses parvenues au Secrétariat de la Conférence peuvent être résumées comme suit :

- Tous les cantons possèdent ou désirent créer au moins une école ou une section du degré diplôme ;
- Les écoles ou sections créées ou projetées l'ont été pour les motifs principaux suivants : permettre aux jeunes (aux jeunes filles surtout) de se préparer à certaines carrières éducatives, paramédicales et sociales ou de compléter leur culture générale avant d'entrer dans la vie active ;
- La durée des études varie entre une année et trois années et demie. Mais les écoles qui n'assurent qu'une année d'études ont en général des projets d'extension sur une année supplémentaire. En outre, un diplôme n'est le plus souvent décerné que pour des études d'une durée minimale de deux ans ;
- Rares sont les écoles qui ont un système organisé d'orientation scolaire et professionnelle ; toutefois, on se préoccupe de plus en plus de ce problème ;
- Les titulaires du diplôme de ces écoles entrent en majorité dans une école de formation pour certains enseignements (école enfantine, dessin, rythmique, gymnastique, travaux manuels ou ménagers ou dans une école paramédicale). Une minorité de ces diplômés entrent dans une école d'études sociales ou une école de secrétariat ;
- La perméabilité vers les gymnases est pratiquement inexistante. Du côté de l'enseignement professionnel, elle est plus facile mais elle n'a pas été étudiée systématiquement ;
- Les diplômes ne sont en général pas reconnus en dehors des cantons où ils sont décernés ;
- Il n'y a pas de relations bien établies avec les écoles de commerce, les écoles techniques ou techniques supérieures et les écoles normales ;
- La collaboration avec les milieux économiques et professionnels est surtout entretenue par les écoles les plus grandes ;
- Les maîtres qui enseignent dans ces écoles ont une formation qui est celle d'un maître de gymnase ou celle d'un maître secondaire du premier cycle.

Les tendances générales qui se dégagent de l'enquête sont les suivantes :

- Les écoles qui ne comprennent qu'une seule année d'études, se préparent à porter la durée de la formation à deux années au minimum ;
- Afin de réaliser une certaine perméabilité vers les degrés voisins (maturité et professionnel), c'est surtout à partir de la 2ème année que les options spécifiques sont offertes ;
- Presque toutes les écoles font de gros efforts d'adaptation en direction de la mixité. Plusieurs écoles réservées jusqu'ici aux jeunes filles se préparent à accueillir également des garçons. Quant aux écoles mixtes actuelles, elles recherchent avec les responsables de certaines formations spécialisées (dans les domaines de la technique et de l'information, notamment) les meilleures possibilités de continuité pour des garçons titulaires d'un diplôme.

377 (494)

Bulletin du Centre suisse de documentation en matière d'enseignement et d'éducation, N° 49/1974 ; D.I.

SWEDEN : COMPULSORY IN-SERVICE TRAINING FOR TEACHERS

A working party has submitted to the National Board of Education proposals concerning the aims, content and organisation for the in-service training of teachers. They have proposed that in-service training should become compulsory, be increased, and be based more closely on local needs. Training seminars would be introduced for those teachers who till now have not received in-service training, and special attention will be paid to the needs of the newly qualified teacher in his first few years of service.

The working party was appointed in 1970, and asked to make proposals for the organisation and content of in-service training with particular regard for the new needs which have resulted from continuous changes and reforms in the schools. The working party's proposals were submitted to the Board in June, and a decision will be taken on them early next year.

These proposals are closely linked with a recent new measure to allow free time (known as school inner work) to each individual school, ourside the state curriculum, for use as each school desires. Hitherto most of the time allocated to in-service teacher training has been used to meet the needs of the major school reforms, and its content has therefore been decided centrally. The working party now proposes that the five-day seminar at present compulsory for teachers in the comprehensive and upper-secondary schools should henceforth be used to meet local needs. An additional week in each three-year period would be allocated to all teachers for in-service training of a more national character. In future in-service training would be given to all categories of teacher, but heads of school, principal teachers, teacher trainers and in-service training advisers would get immediate priority and more frequent training opportunities.

The working party has divided in-service training into five categories :

- that linked with basic training ;
- that whose content is decided at local level ;
- that connected with the normal requirements of the national and regional authorities ;
- that connected with curriculum development or school reforms ;
- that designed to satisfy the needs of individuals.

Training of newly qualified teachers : Training of this type is geared to supplement a newly-qualified teacher's basic training, to help him co-ordinate his theoretical knowledge with the practical demands that he meets in the first few years of service, and to fill in any gaps which might remain. The working party calls for a two-week course after about two years, plus two further one-week courses over the next four or five years. It stresses that the real need is for at least six to eight weeks training, but feels that present economic conditions make this impossible. The time taken by training would not, in the working party's view, represent an additional load on the teacher, because of the time which would later be saved in the preparation of lessons and courses.

Training to meet local needs : This type of training would be designed and organised by local school staff, to meet the everyday problems of local schools. The present compulsory in-service training provision would now be used for this purpose, and be extended to pre-school, adult education, Folk-High School, and technical training staff. Furthermore, teachers are now faced with new demands arising from the realisation of the social connections between schools and their communities, and the need to treat school education as part of a wider context of child and youth care. For this reason, in-service training would in future be organised in co-operation with the local municipal child and youth services (including health, probation, employment services, etc.).

Centrally-organised training : The central and regional authorities will have a continued need to disseminate information to schools and to organise work on particular educational problems. This requirement is fed by the continuous demand for curricular change and development. An increasing amount of this is planned and carried out by the teachers themselves. For the training associated with these needs, the working party recommends a provision of one week every third year, or divided over three years, during term time. Priority would be given to heads of schools, principal teachers, and those associated with basic and in-service training.

In addition, where major school reforms or changes in teaching methods are planned, the working party affirms as a fundamental principle the requirement that the time and money needed for in-service training should form an integral part of the planning of any major reform, and should be decided in each individual case, in consultation with all the groups and authorities concerned.

The needs of individuals : This constitutes the only type of in-service training which would not be compulsory. It would take place in the holidays, except in the case of some vocational teachers who should be allowed leave of absence on full salary during term.

Assessment : The working party recommends that there should be no competitive marking or grading by merit for these in-service courses. A certificate should be given to each participant on completion of the course, describing its aims and content and certifying that the individual concerned has attained the level required.

Responsibility : Overall responsibility for all in-service training rests with the National Board of Education, but the working party urges that this training should be left as far as possible to the initiative of the six in-service training regions, in co-operation with local education authorities, county school boards, schools of education, and teachers' organisations. These regions should each form a District Board to collect information, plan, and organise in-service training.

Costs : At present the in-service training budget amounts to 40 million Swedish Kroner. The working party estimates that its proposals would involve an additional cost of 23 million Kroner. Of this, 13 million Kroner are attributable to the provisions for in-service training organised to meet local needs.

371.14 (485) Lärartidningen, N° 24 - 25 / 1974 ; C.S.A. ; P.L.

SWEDEN : THE U68 DEBATE

The present higher education debate in the country centres on the very idea of what makes a university. On the one side are students and academics who look to the old tradition and to the idea of an autonomous body dedicated to learning and the pursuit of excellence, and relating to other similar bodies throughout the world. On the other are politicians, administrators and trade unionists who see universities as flexible institutions which should be trying to meet the needs and demands of ordinary people and the labour market, and which relate not to other universities but to the communities in which they are situated.

The authorities argue that over the past few years there have been growing signs that the system is not meeting the country's needs. The total number of students did go up from 37,000 in 1960 to 125,000 in 1970. But then the number of new entries went down from 26,000 in 1970 to 23,000 in 1972. This was taken to imply a need to offer other kinds of education, to respond better to the needs of all the potential students. The evidence is that the universities are not meeting this need. In 1969, for example, 79 per cent of students from upper middle-class homes went to university, compared with 9 per cent from the working-class.

In 1972 the Parliament passed an Act aimed at relaxing the qualifications necessary for university. These would now consist of the satisfactory completion of any course at secondary school, or an appropriate amount of work experience. Even for courses where selection was necessary, the amount of work experience would be taken into account.

A more significant move came in March 1973, when after five years of study, the U68 Commission into Higher Education finally published its report (see News-letter 4/73). Its proposals were circulated to interested bodies for their comments, in accordance with the standard procedure for Swedish Royal Commissions. Comments were not lacking : the Office of the Chancellor of the Swedish Universities received between 15,000 and 20,000 pages of criticism.

There are two main arguments against the proposals of the U68 Report. The first is that the suggested decentralisation of the higher education system is both unnecessary and dangerous. The creation of new post-secondary colleges in small towns, as recommended by U68, would imply the danger of creating second class universities with a parochial outlook. The advocates of U68 reply to this : If you want to widen access to post-secondary education as a step in a general democratisation policy, then you must stop keeping these opportunities concentrated in six places, as at present.

The second argument is concerned with the quality of higher education. It is argued that in a small country it is necessary to keep quality high. If you want to have nineteen universities instead of six, standards must fall. Not all of the new universities will have places for research, and thus many students will be leaving after two or three years without having had any contacts with research. The defenders of U68 take the view that research itself is at present changing its shape and its structure. They argue : universities cannot be museums where people go to do research. Universities must develop with society as a whole.

The latest move in the U68 debate is that the Government has asked a small committee on which all political parties are represented to prepare on the basis of the U68 report a bill which will be introduced this autumn.

37.014.3 : 378 (485) The Times Educational Supplement, 31-V-1974 ; M. B.

UNITED KINGDOM : NEW ADMINISTRATIVE MACHINERY FOR HIGHER EDUCATION

The Department of Education and Science is believed to be considering a shift in policy with regard to the administration of the non-university higher education sector. The proposal, at present under study, is for the creation of a new set of regional bodies, probably to be called Higher Education Councils, which would assume much of the control of higher education at present exercised by local authorities.

The Higher Education Councils would be responsible for a total of some 100 institutions of higher education, drawn from the 30 polytechnics, a number of colleges of technology, and the new institutions of higher education formed from the former colleges of education. Institutions where 70 % of students were on courses leading to a degree, a Diploma in Higher Education, or a Higher National Diploma would come under the aegis of the new councils. Further education colleges concentrating on apprenticeship and day-release would remain under direct local authority control.

Members of the councils would include senior officials from local education authorities, members of the higher education institutions concerned, and local authority councillors. The secretary of a Higher Education Council would be appointed by the Department of Education and Science and paid by central government.

The Higher Education Councils would be responsible for the financing and planning of higher education in their regions. Finance would be pooled on a regional basis, and the global sum would be decided by the Department of Education and Science after consultation with them.

The Department hopes that the scheme will appeal both to the polytechnics and to the local authorities. Polytechnics and large colleges could expect a much larger level of autonomy than at present. Local authorities would be relieved of the burden of financing large and expensive educational institutions.

The proposals can also be seen as a reason for the speed with which the Department is moving to engineer the reorganisation of colleges of education. In a recent letter to the Inner London Education Authority, the Department states that there is a preponderance of proposals for the development of colleges of education into liberal arts colleges and a considerable reluctance to envisage undertaking less advanced work. The Department fears that this could lead to a situation in which the provision of liberal arts courses will be considerably in excess of demand with the resultant under-utilisation of resources, and it is eager to see courses incorporate components of directly vocational relevances.

378.11 (41-4) The Times Higher Education Supplement, 14-VI-1974; W. F. B.

UNITED KINGDOM : PROPOSALS FOR A NEW B Ed DEGREE

A study group, set up by the University Grants Committee and the Council for National Academic Awards to draw up guidelines for the new Bachelor of Education degree envisaged in the White Paper "Education : a framework for expansion" (cf. News-letter 4/74), has submitted its report. The report relates, in the main, to the situation in England and Wales.

Entry standard

According to the study group the new Bachelor of Education (B Ed) degree must be of the same standard as other first degrees. Students will therefore be expected to have normal degree entry qualifications. The hope is expressed, however, that full use will be made of the discretionary powers already available to admit students with other qualifications, including appropriate attainments in art, music, drama, etc., and to provide for the acceptance of suitably experienced mature students. As with other degrees there should be arrangements for the transfer with appropriate credit of holders of a Diploma of Higher Education to a B Ed course. Where a diploma course has been designed with an appropriate professional content, it may be possible for holders to transfer to the third year of a B Ed course. In other cases one year's credit might be given.

Duration of studies

The study group recommends that courses leading to a B Ed degree should last not less than three years. Certain members of the study group believe that, with the length of the academic session observed in some colleges of education and polytechnics, it should be possible to award an honours degree after three years to exceptional students. The majority of the group feels, however, that it would not be possible to combine a proper professional and academic education in the time available, and that the course for an honours degree will usually require four years. "We would normally expect students to decide by the end of the second year whether they wish to follow an honours or other programme".

Structure and content

The report suggests a modular structure for the course, permitting a choice of sets of units for different qualifications. The need for coherence is, however, stressed.

Any B Ed course will need to include the academic study of education in a range of compulsory or optional subjects - child development and psychology ; the philosophy, sociology and history of education ; curriculum theory. The course will also have to include the study and exercise of those skills which are needed to equip the student for teaching. This will include the study of education in relation to a particular age range or subject area, and will involve a fundamental study of the learning process from a child-centred and society-based approach. The study group agrees with the statement in the White Paper "Education : a framework for expansion" that there should be at least 15 weeks' supervised practical experience in a three-year course. There will also need to be an extension of both the theoretical and the practical aspects to the final year of a four-year course, including some form of continuing work in school. The study group regards professional studies as of crucial importance in the granting of the degree, despite difficulties in reaching a reliable and equitable assessment of practical teaching, and would not recommend the award of any B Ed or B Ed (Hons) degree to a student whose teaching performance was not satisfactory.

As for the study of school curricular subjects, the level will depend to a great extent on the career intentions of the students.

Since students will not always be sure at 18 whether they wish to become teachers or not, the study group hopes that advantage can be taken of the diversification of the colleges of education to provide for the possibility of transfer into and out of B Ed courses, and that it may also be possible for parts of the course to be shared with students on other courses, allowing those preparing for teaching and other professions to have some studies in common.

Research

In view of the importance of the new degree to the teaching profession, the report recommends that there should be systematic research into the effects of its introduction, and that its effectiveness should be carefully monitored.

378.22 (41-4) The Times Higher Education Supplement, 17-V-1974 ; W.F.B.

UNITED KINGDOM : PROPOSALS OF THE TECHNICIAN EDUCATION COUNCIL

The Technician Education Council (TEC), set up by the government last year to rationalize the hundreds of courses in colleges of further education has published its first policy statement.

The Council will offer its own certificates and diplomas to the 300,000 students in further education, eventually replacing nearly 300 different awards. More than 500 colleges will be affected. Staff in many of them could find themselves relieved of the arduous task of preparing a course syllabus, for the Council is proposing a system of standard units from which colleges can choose to build up a teaching programme. The TEC will provide, if necessary, a complete course package including examinations and other forms of assessment.

To cope with this expansion of work, membership of the Council is to be increased from 25 to 500 over the next six months. There will be 22 programme committees and the first courses are expected to be offered next year.

Two awards are at the heart of the new system : a certificate and a diploma. Both can be taken at a higher level if students wish. It will be possible to obtain a TEC award through full-time, sandwich, block release, day release or evening study or by a combination of more than one of these methods. The certificate will be the Council's basic award. It will be a terminal qualification for many students, but others may continue their studies for further awards.

The Council expects colleges to operate a flexible entry policy to TEC courses. Credit for relevant previous study and experience will be given. Recommended entry requirements will be produced by the programme committees. So far the minimum is the completion of a five-year secondary school course with evidence of an adequate attainment in basic studies. Exceptions can be granted to students who do not have the basic minimum, but colleges will be asked to exercise particular care in selecting these students and may have to tell the Council about such admissions and the students' subsequent performance.

Certificate courses will mainly last three years on day release and involve about 900 hours of study. At least 12 units, each taking about 60 to 75 hours, will have to be successfully completed.

Diploma courses will comprise at least 25 units and consist of between 1,800 and 2,200 hours. This will take two years for a full-time student.

Higher certificates can be obtained after a further eight units and 600 hours. Higher diplomas will take another 16 units and 1,200 to 1,500 hours.

The place of liberal or general studies in the courses has not yet been decided and the Council will be issuing further guidelines shortly.

377 (41-4) The Times Educational Supplement, 14-VI-1974 ; W.F.B.

UNITED KINGDOM : DIFFICULTIES FACING EDUCATIONAL PUBLISHERS

The past decade was, in accounting terms, a good one for most educational publishers in the United Kingdom. Cash turnover and net profits rose steadily, and the largely print-based industry of the early 1960's diversified fairly successfully, under the impact of educational change, into a wide range of audio-visual learning materials. But there are signs that this relative boom may be over, and that the next few years may be critical for the survival of educational publishing in its present form.

The most obvious cause for concern is the effect galloping inflation combined with serious shortages of raw materials must have on prices. For example, the cost of papers most commonly used for school publishing went up by about 50 % last year, and another 50 % rise is anticipated this year. This has led to a situation demanding extremely difficult policy decisions : whether to reprint existing books, whether to ration supplies, whether to maintain exports and starve the home market or vice versa.

But inflation and scarcity of raw materials are not the only problems educational publishers have to contend with. They may be forced out of business in the foreseeable future by competition from the broadcasting networks, from local authorities, and from the larger film and film hardware companies, it is suggested in a report : "Television and the publisher" circulating among members of the Educational Publishers Council. Although the report is considered by many publishers to be exaggeratedly pessimistic and defensive, it does reflect the views of a significant proportion of the Council's members.

The report outlines the way in which television, in the United Kingdom especially, is already impinging on educational practice. The spread of tape and video-recorders means that repeats of programmes are no longer so necessary, and that educational broadcasting can take place at times of the day previously considered unsuitable. This implies a much larger output in the future. The television companies also have certain competitive advantages. Their programmes are free to users ; their materials get free national advertising ; they supply direct to institutions and can therefore offer a faster service than publishers; they can use national monitoring systems to test their programmes' effectiveness. What is more the companies are not obliged to make a profit from their educational programmes.

The report goes on to comment on the extent to which local education authorities are now investing in television-based learning and points out that this movement will have a significant effect on capitation. While initial expenses are met from capital funds, on-going costs have to be met from a school's normal allocation. Local authorities are increasingly operating a mixed system, providing their schools with both nationally and locally produced programmes. "Much locally produced material is heavily dependent on commercially marketed materials. While not actually infringing copyright, the fullest use is made of the fact that ideas are not protected".

In further and higher education, the report argues, closed-circuit television and institutionally produced video-tapes (which are beginning to be exchanged systematically among institutions) may become a longer-term commercial threat to publishers.

Surveying the actual and potential erosion of the educational publishers' market, the report implies that the logical move would be for the publishers to collaborate with other bodies in the production of print materials for video-linked courses. A system might even be worked out whereby publishers would be granted a measure of access to the media, preferably in the form of educational air-time.

371.67/.68 : 655.4/.5 (41-4) The Times Educational Supplement, 13-VI-1974 ; W.F.B.

PAEDAGOGICA EUROPAEA : REVIEW OF EUROPEAN EDUCATION

Paedagogica Europaea is published with financial assistance from the Council for Cultural Co-operation of the Council of Europe and the European Cultural Foundation. Since its inception ten years ago it has come to be recognized as a leading forum for the consideration of educational research and development in Europe.

Commencing in 1974 there will be two issues of Paedagogica Europaea each year. The first volume for 1974 has already appeared. It is devoted to the examination of pre-school education in Europe and contains papers by leading experts in this vitally important area of educational initiative. The second volume for 1974 will appear towards the end of the year and will deal with yet another major theme - new strategies in compensatory education. In each the full spectrum of traditional and radical approaches to the problem will be reviewed.

Recent issues of Paedagogica Europaea still available are

1971 : The Changing School Curriculum in Europe

1972 : Diversifying Post-Secondary Education in Europe

1973 : Guidance and Assessment in European Education

The price of each volume is £ 4.20 or 24 DM or 12 $ plus postage. For institutions and individuals placing a standard order for all volumes the price is reduced to £ 3.60, 20 DM or 10 $ respectively.

Paedagogica Europaea may be obtained from :

- Studies in Education, Nafferton, Driffield, York, YO 25 OJL, England

- Adler's Booksellers, 162 5th Avenue, New York NY 10010, U.S.A.

- Georg Westermann Verlag, Georg-Westermann-Allee 66, 33 Braunschweig, Federal Republic of Germany